



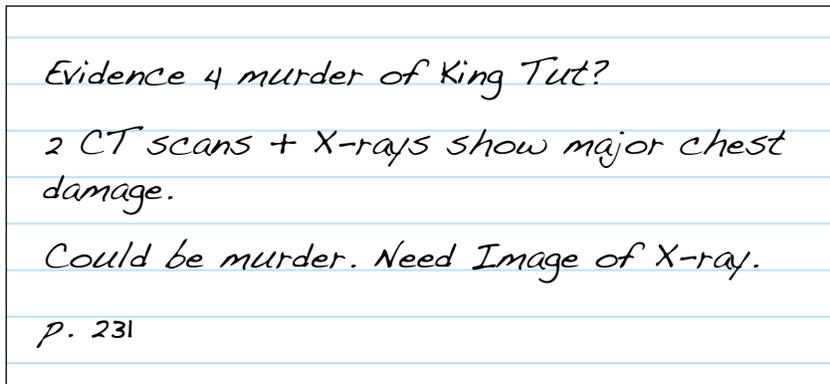
## Step 4: Record and Organize Facts

Once you have your resources, you can start taking notes. Taking notes has four important goals:

- To record the main ideas you will use to prepare your project
- To gather specific details or evidence to support your main ideas
- To record quotations that you want to use in your project
- To note the graphic images might support your text

Notes are a few words you write down to collect important ideas and facts you will use later in your project. Your notes don't have to be complete sentences, or even complete words, as long as you can read and understand them later.

Think of how you use short phrases and abbreviations when you send text messages. Taking notes is similar to writing text messages. Here's a sample note from an article about the death of ancient Egypt's King Tut.



Later, you will decide which notes to use in your project. You'll probably take more notes than you will actually use.

Two Secrets for Taking Notes

Many students find note-taking difficult. Yet it can be much easier if you understand two secrets to note-taking: (1) use a numbering system and (2) know what you need and don't need to write down.

Secret #1: Use a numbering system

As you do your research, you need to keep track of the resources you use and the notes you take from each resource. The secret:

**Use a note-taking numbering system and stick to it.**

There are many systems, but one of the simplest is:

- 1. Number your resources—the books, magazines, and Web sites that you use.
- 2. Number your notes—either on note cards or in a document.

First, keep a numbered list of the resources you use in your research, either on separate printed or digital note cards or in a single document, like the one below. Be sure to record the following information:

- Author(s)
- Title
- Location and name of publisher—or Web site name and address
- Copyright date

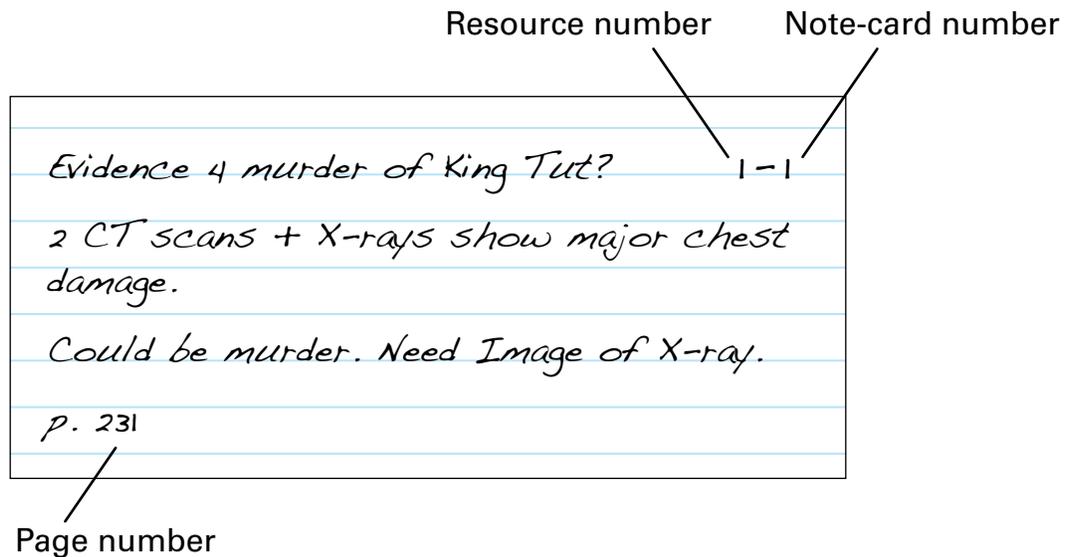
You will need this information later for your bibliography.

**List of My Resources**

1. Briar, Bob, professor at Long Island University. "Who Killed King Tut?" *The Higher Education* Web site, April 13, 1998. <http://www.timeshighereducation.co.uk/features/who-killed-king-tut/106805.article>
2. King, Michael R., and Gregory M. Cooper. *Who Killed King Tut?: Using modern forensics to solve a 3,300-year-old mystery*. New York: Prometheus Books, 2006.
3. Williams, A. R. "Mystery of King Tut's Death Solved? Maybe Not," *National Geographic* online, November 6, 2013. <http://news.nationalgeographic.com/news/2013/11/131106-king-tut-mummy-death-mystery-solved-archaeology-science/>
4. "Tutankhamen," *Britannica School (Middle)*, 2014 <http://school.eb.com/levels/middle/article/277473>

## Ready for Research

Second, write the number of the resource and then the number of the note card in the upper right-hand corner, as in the sample below. Now you will always know which resource you used and the order of the note cards based on that resource.



Third, add the page number where you found the information from the book, magazine, or Web site (if an article has page numbers). Later, if you need to check your facts, you'll know exactly where to find the original information.

If you are using digital note cards or typing your notes on the computer, be sure to include the resource number and any page numbers with each note. Later, you can print and organize your notes into the order you want for your project.

### Stick to your note-taking numbering system!

Don't be tempted by laziness, fatigue, or deadline pressure to stop creating resource and note-card numbers. You can save yourself hours of frustration by sticking to your system.

### ACTIVITY

What resources do you have so far? Write them down, including the title, author, publisher or Web site, and copyright date. Then number them for your note-taking cards or document.

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### Secret #2: Know what you need to write

Once you have established your note-taking number system, the second secret to taking good notes is:

**Know what you *need* to write and *don't* need to write in your notes.**

Not everything you read is going to be important to your topic. Most students make the mistake of trying to take notes the first time they read a book or an article. They waste time taking notes on material they won't use or don't need.

### Begin: Preview, Skim, and Read

Remember the skim-and-scan technique you used to decide whether a resource was useful? You can use a similar technique—preview, skim, and read—to decide what information you need to write down in your notes.

#### Preview

How much information on your topic does a book or article contain? For a book, read the table of contents, introduction or preface, and index. Take a look at one of the chapters that mentions your topic. For an article, read the title and the first and last paragraphs to learn what the author is covering on the topic.

#### Skim

Read the first sentence of each paragraph—this usually tells you what the paragraph will be about. Look for concluding statements in the last paragraph of the article or chapter. These statements often interpret, summarize, or highlight the main points of a chapter or article.

Also, look through the material for key words and phrases that relate to your topic. For example, if you're researching ancient Egyptian pharaohs, look for words and phrases such as *Ramses II*, *Tutankhamen*, *the first pharaohs*, *Upper and Lower Kingdoms*, *Valley of the Kings*, and *pharaohs as gods*.

#### Read

Finally, read the material carefully to take notes. By this time, you will have a good idea which facts and ideas you need to write down and which ones are not important to your topic.

ACTIVITY

Review the article from *Britannica School* and highlight  these items:

- The key phrases in the first paragraph that show why King Tut is famous
- The key facts that explain why King Tut’s tomb was not found earlier
- The key facts that show the tomb was not robbed

**Tutankhamen**

Tutankhamen, King Tut, (ruled 1333–23 BC). He was only about 18 years old when he died, and as a pharaoh of Egypt he had no great claim to fame. Tutankhamen (originally Tutankhamun) owes his place in history mostly to the discovery of his tomb—completely intact and not violated by grave robbers—in 1922. The remarkable artifacts from the tomb are on display at the Egyptian Museum in Cairo.

Relatively little is known about Tutankhamen’s parentage. A single black fragment names him as a king’s son in a context similar to that of the princesses of Akhenaton. Medical analysis of Tutankhamen’s mummy shows that he shares close physical characteristics with the mummy discovered in a neighboring tomb. Some scholars identify these remains as those of Smenkhkare, who seems to have been coregent with Akhenaton in the final years of his reign; others have suggested the mummy may be Akhenaton himself.

Nevertheless, Tutankhamen became king after the deaths of Akhenaton, a religious reformer who died in 1336 BC, and Smenkhkare. He married Akhenaton’s third daughter to solidify his claim to the throne. During most of his rule he resided at ancient Memphis, near present-day Cairo. Tutankhamen reversed Akhenaton’s religious reforms but unexpectedly died shortly thereafter. In 2010 testing showed malaria parasites in his mummified remains, suggesting that malaria along with degenerative bone disease may have been the cause of death.

Tutankhamen was buried in the Valley of the Kings in southern Egypt north of Luxor. All the royal tombs in the valley were meant to be secret, but of the 62 known tombs, only that of Tutankhamen was not discovered nor its treasures stolen. It was not found earlier in part because Tutankhamen’s name—along with that of other pharaohs of his dynasty—was removed from the royal lists during the 19th dynasty. In the 20th dynasty, when the tomb of Ramses VI was carved immediately above Tutankhamen’s, rubble covered the young king’s burial place. The burial chamber was not entered until 1922, when British Egyptologist Howard Carter found it after several years of searching.

Inside his small tomb, the king’s mummy lay within a nest of three coffins, the innermost of solid gold. On the king’s head was a golden portrait mask, and numerous pieces of jewelry lay upon the mummy. The other rooms were crammed with furniture, statuary, chariots, weapons, and numerous other objects.

## Ready for Research

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### Format Notes

Besides the numbers of your resource, note card, and any page numbers, your notes will have two other items:

- a main idea line, often called a slug line
- the body of the note, usually one or two facts or ideas

### Main idea line

The main idea line tells you right away what questions you are researching about your topic. Think about the research questions you asked in Step 3. For a project on King Tut, for example, you may have asked the following questions:

*When did King Tut reign?*

*Why is he famous?*

*What family did he belong to?*

*How did he become pharaoh?*

*How did King Tut die—was it disease, accident, or murder?*

*Why is King Tut important to history?*

You can use these questions as your main ideas, or you can turn them into statements or phrases, such as:

*What family did he belong to? = King Tut's family background*

The main idea line always goes at the top of each note card, as shown in the example below.

### Body of the note

Under each main idea line, write or type only one or two supporting ideas, facts, or comments. That way, you'll be able to organize your facts and ideas more easily later on.

**EXAMPLE**

Main idea line	<i>When did King Tut reign? 4-1</i>
Body of the note	<i>Ruled Egypt from 1333-23 BC. Died at 18 years old while still pharaoh</i>

## Ready for Research

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### Take Notes

When you take notes, you use your own words to record facts, ideas, and comments. The more of your own words, thoughts, and ideas you can put into your notes, the more effective your final presentation will be.

### Avoid Plagiarism

*Plagiarism* means copying someone else's ideas or words without giving proper credit. This amounts to stealing. In most schools, plagiarism means an automatic "failing grade" on a project.

You're plagiarizing if you:

- copy and paste words directly from an article into your note cards or document without using quotation marks
- copy material word for word without using quotation marks
- copy someone's ideas without using a citation such as a footnote or an endnote

To avoid plagiarizing and getting a failing grade, **paraphrase**, **summarize**, and **interpret** the resource material.

### Paraphrase

One way that you can understand a resource is to paraphrase, or restate its information using your own words. A paraphrase is usually about the same length as the original text, but it contains simpler language. Look over the example below:

#### Original

Tutankhamen, King Tut, (ruled 1333–23 BC). He was only about 18 years old when he died, and as a pharaoh of Egypt he had no great claim to fame. Tutankhamen owes his place in history mostly to the discovery of his tomb—completely intact and not violated by grave robbers—in 1922. The remarkable artifacts from the tomb are on display at the Egyptian Museum in Cairo.

#### Paraphrase of original

*Why was King Tut famous? 4-2*  
*The reign of King Tut, or Tutankhamen, was 1333-23 BC. He died when he was about 18 years old before he was able to do much as a pharaoh. He is known because of the discovery of his tomb in 1922. The tomb was complete and untouched by grave robbers. The Egyptian Museum in Cairo now has the objects from the tomb.*

Remember, paraphrasing is not just changing a word here or there. You are rewriting the author's material using your own words.

## Ready for Research

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### Summarize

When you summarize, you condense a paragraph or section of text into a main point and its supporting details. As with paraphrasing, you are expressing the summary in your own words.

#### Original

Relatively little is known about Tutankhamen's parentage. A single black fragment names him as a king's son in a context similar to that of the princesses of Akhenaton. Medical analysis of Tutankhamen's mummy shows that he shares close physical characteristics with the mummy discovered in a neighboring tomb. Some scholars identify these remains as those of Smenkhkare, who seems to have been coregent with Akhenaton in the final years of his reign; others have suggested the mummy may be Akhenaton himself.

#### Summary of original

Main idea line

*King Tut's family*

*4-3*

Supporting details

(summarizes main clues)

*No one really knows who his parents were, but scholars have clues.*

*"Black fragment" and medical analysis suggest he might be Akhenaton or Smenkhkare's son*

Summarizing is especially useful when your purpose is to persuade. You can easily record the pros and cons of each main point as you build your argument.

## Ready for Research

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### Interpret

When you interpret a paragraph or text, you are writing down your own thoughts about the material. These notes reflect what you think—not the just the facts and ideas gathered from your research.

#### Original

Tutankhamen was buried in the Valley of the Kings in southern Egypt north of Luxor. All the royal tombs in the valley were meant to be secret, but of the 62 known tombs, only that of Tutankhamen was not discovered nor its treasures stolen. It was not found earlier in part because Tutankhamen's name—along with that of other pharaohs of his dynasty—was removed from the royal lists during the 19th dynasty. In the 20th dynasty, when the tomb of Ramses VI was carved immediately above Tutankhamen's, rubble covered the young king's burial place.

#### Interpretation of original

*How did King Tut die? 4-4*

*Previous paragraph says he died of disease.*

*But then why remove his name from royal lists and hide his tomb beneath another tomb?*

*This implies someone wanted to erase all evidence of any foul play. Have to research this more.*

Interpreting the material can raise other questions that might make your research more fascinating. Why did people want to erase the memory of King Tut? Perhaps he was killed by someone who wanted to cover up the crime.

**ACTIVITY**

Now try your hand at taking notes. Read over the following article about Mars. Look at the main idea line on each card, and then use the method indicated (interpret, summarize, or paraphrase) to write your notes.

**MARS**

The search for life on Mars continues, in part because the planet shows signs of having been wetter in the past. Water is necessary for all known forms of life. Today the surface is too cold and the air is too thin for liquid water to exist there for long. It is also bombarded with ultraviolet radiation from the Sun, which is very harmful to living things. (Earth's denser atmosphere protects it from most of this radiation.) If any life-form exists on Mars today, many scientists believe it would be tiny organisms in protected niches just below the surface.

**Interpret**

*What do humans need to survive on Mars?* 1-1

**Summarize**

*Dust Storms on Mars* 1-2

**Paraphrase**

*Ice caps and Martian seasons* 1-3

## Ready for Research

### Use direct quotations

Sometimes you will want to use an author's exact words in your written or oral presentation. You must put quotation marks at the beginning and end of the quotation and write down whose words they are. For example:

#### Original

#### Direct quotation

Meanwhile, the so-called red planet captured the popular imagination as a possible home of alien life—the armies of “little green men” of science fiction stories, movies, and radio and television programs. Scientists now know that there are no manufactured canals on Mars. There are no humanoids on the planet, nor even any animals or plants. No forms of life have yet been found on Mars.—L.S. Baugh

*Searching for life on Mars 1-4*

*Science fiction writers imagined Martian life, but science shows no people, plants, or animals there.*

*As L.S. Baugh says,*  
*“No forms of life have yet been found on Mars.”*

Direct quotations are the only time you can copy material word for word without plagiarizing. Just be sure to use quotation marks and label whose words they are.

### Select images

Your notes are a good place to indicate:

- images you would like to use
- images you might want to find

For example, in the note card below, you can add a line about an image found in the *Britannica School* “Tutankhamen” article. Be sure to include the credit line for the image, usually found next to the image.

*Why was King Tut famous? 4-2*

*The reign of King Tut, or Tutankhamen, was 1333–23 BC. He died when he was about 18 years old. This was before he was able to do much as a pharaoh. He is known because of the discovery of his tomb in 1922. The tomb was complete and untouched by grave robbers. The Egyptian Museum in Cairo now has the objects from the tomb.*

*Use image of Golden Mask*  
*Copyright Lee Boltin*



© Lee Boltin — Credit line

## Cite Your Resources

You need to give proper credit for the information you use from your resources, such as the following:

- Facts, statistics, or specific dates that are not general knowledge.

**EXAMPLE**

King Tut's golden mask is worth more than \$30 million in today's money. (1) Yet its discoverer, Howard Carter, had little money when he died on March 2, 1939. (2)

- Important ideas about your topic that are not your own, even if you restate them.

**EXAMPLE**

Critic Howard Shane believes that Maya Angelou is one of the most influential authors of the 20th century. (1)

- Direct quotations or excerpts from an author's book or poem.

**EXAMPLE**

Mr. Shane further stated, "Maya Angelou taught us to see through the eyes of a frightened but courageous child." (1)

## Footnotes or Endnotes

Your teacher may require you to use footnotes or endnotes to cite your resources in the text of your report.

*Footnotes* are usually indicated by using small, raised numbers in the text. The same number is used to refer to the resource at the bottom of the page or at the end of a chapter or section of a report.

*Endnotes* are placed after the entire report or printed document. Each endnote is also indicated by a small, raised number in the text or by a number in parentheses—as in the examples above. These numbers refer to the resources listed on the last page.

Remember to ask your teacher which form you should use. You can use your Word program to put in footnotes or endnotes automatically.

**Bibliography**

A bibliography is a list of all the resources you used for your final presentation. List all the books, periodicals, articles, Web sites, encyclopedias, and any other resources in alphabetical order by author or by title.

Here are three common types of resources and how to cite them using MLA style.

**A book or periodical article by a single author:**

**Book**

Author’s last name and first name, *book’s full title (in italics)*, place of publication, publisher, year of publication.

Hoving, Thomas. *Tutankhamun: The Untold Story*. New York: Cooper Square Press, 2002.

**Periodical**

Author (if listed) last name and first name, “title” in quotes, *periodical name*, volume number, issue number, date and year of publication, page numbers.

Craig, Arthur. “Pioneers on the Red Planet,” *Sky & Telescope*, Vol. 34, issue 13, March/April 2004, pp. 13-16.

**Article in a reference book**

Author (if listed) last name and first name, “title” in quotes, *name of reference book*, volume number, place of publication, publisher, year of publication, page numbers.

“Earth,” *Compton’s by Britannica*, Vol. 7, Chicago: Encyclopædia Britannica, 2010, pp. 6-36.

**A book or periodical article by more than one author**

*Only the first author is listed by last name and then first name.*

*List all the other authors in the order given in the book or periodical.*

Hoving, Thomas, and Georgia Lawrence, Richard Brown. *Tutankhamun: The Untold Story*. New York: Cooper Square Press, 2002.

Craig, Arthur, and Julia Ellington. “Pioneers on the Red Planet,” *Sky & Telescope*, Vol. 34, issue 13, March/April 2004, pp. 13-16.

**Web sites and online resources:**

Author (if listed) last name and first name. “title” in quotes, *Web site name (in italics)*, date and year (if listed), Web site link or URL.

“Tutankhamen.” Britannica School. *Encyclopædia Britannica, Inc.*, 2015. Web 28 Jan 2015. <http://school.eb.com/levels/middle/article2774737>.

“Touching the Wild,” Nature Series video, *Public Broadcasting System* Web site, April 4, 2014, <http://video.pbs.org/video/2365224462/>

If you have any questions about how to cite a resource, ask your teacher for help.

### Create an Outline

Once you have taken all your notes, gathered the images you want to use, and listed your resources, it's time to create an outline. In many cases, your teacher may require you to hand in an outline as part of your project.

An *outline* is the underlying structure for your final written report or oral presentation. An outline has two purposes:

- To organize the information you have collected
- To see if you have forgotten or overlooked any important information.

At the outline stage, you can easily go back and take more notes or find another resource.

### Informal and formal outlines

An *informal outline* is simply a list of things you want to include in your presentation based on the information you have collected. The list may be numbered, but the ideas are not organized in detail. It's often harder to write a final presentation from an informal outline.

A *formal outline* is organized in a number and letter system, starting with a capital Roman numeral. (Roman numerals are numbers expressed using the letters I, V, X, L, C, D, and M.)

#### EXAMPLE

##### Title of Your Topic

- I. Main topic idea #1
  - A. Subtopic idea #1
    1. Supporting detail
    2. Supporting detail
      - a. fact #1
      - b. fact #2
  - B. Subtopic idea #2
    1. Supporting detail
    2. Supporting detail
- II. Main topic idea #2
- . . . and so on.

You must have at least two subtopics under your main topic idea. That means if there is an *A*, there should be at least a *B*. If there is a *1*, there should be at least a *2*.

## Ready for Research

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### Organize information

To create an outline, you will need to gather all your information, such as your original idea web for the topic, your research questions, and your completed notes. With these sources you can:

- Select the main topic and subtopic ideas of your outline
- Support each main topic or subtopic with details
- Indicate where images or graphics might go
- Develop a concluding point

For example, suppose you were creating an outline from the notes you took about King Tut. You might start with your research questions and the main idea lines from your notes and create the outline with these sources.

*When did King Tut reign?*

*Why is he famous?*

*What family did he belong to?*

*How did he become pharaoh?*

*How did King Tut die—was it disease, accident, or murder?*

*Why is King Tut important to history?*

### Expository outline

In the following outline, your purpose is to inform your readers about your subject. Your main topic and subtopics ideas will tell people who the young pharaoh was and why he is so important to history. See example on the next page.

## Ready for Research

Title: *King Tutankhamen: Boy Pharaoh*

- I. Who King Tut was
  - A. When he reigned
    - 1. records say 1333-23 BC
    - 2. died when only about 18
  - B. How he became pharaoh
    - 1. took throne after death of Akhenaton
    - 2. parents not really known
    - 3. black fragment says he was king's son
    - 4. has physical resemblance to mummies of Akhenaton and Smenkhkare
- II. Why he is famous
  - A. Didn't do much as pharaoh
    - 1. no accomplishment listed anywhere
    - 2. no monuments built by him or to him
  - B. Is famous mainly for his tomb in Valley of Kings
    - 1. discovered by Howard Carter in 1922 (use map here)
    - 2. hidden, so only tomb not robbed
  - C. Fantastic treasures found (use death mask here)
    - 1. gold, jewelry show artists' skills
    - 2. paintings, pottery, furniture show daily life of pharaohs
    - 3. writings tell about ancient Egypt
    - 4. artifacts now in Egyptian Museum in Cairo
- III. How King Tut died
  - A. Some say disease
    - 1. medical analysis of mummy in 2010
    - 2. malaria parasites, bone disease found
  - B. Others think an accident
    - 1. X-rays show damage to chest, broken ankle, leg
    - 2. critics say Carter's men did damage
  - C. Still others believe murder
    - 1. medical scan shows hole in base of skull
    - 2. someone removed Tut's name from records
    - 3. hid the tomb under another tomb and rubble
  - D. Death still a mystery
- IV. Conclusion: What King Tut means to history
  - A. Gives us window into Egyptian life and culture 3,300 years ago
  - B. May never know how the boy pharaoh died
  - C. Person who tried to hide King Tut instead made him famous

**ACTIVITY**

Complete this outline on the topic "Colonies on Mars." Copy or print the note cards you wrote on the "Mars" article. Use your notes and facts from the article to fill in the subtopics (A, B, C, and so on) and details (1, 2, 3, and so on). If you have trouble with this step, ask your teacher, a parent, or a friend to help you.

**MARS**

The search for life on Mars continues, in part because the planet shows signs of having been wetter in the past. Water is necessary for all known forms of life. Today the surface is too cold and the air is too thin for liquid water to exist there for long. It is also bombarded with ultraviolet radiation from the Sun, which is very harmful to living things. (Earth's denser atmosphere protects it from most of this radiation.) If any life-form exists on Mars today, many scientists believe it would be tiny organisms in protected niches just below the surface.

Rapidly swirling columns of dust, called dust devils, have been seen whirling along the surface. Dust storms also occur frequently on the planet. They are especially common in the southern hemisphere in spring and summer, when the surface is warmest. About every two or three years, Mars is engulfed by global dust storms. Local temperature differences generate strong winds that lift dust from the surface. The thick dust clouds block the sunlight, gradually causing the surface temperatures to even out and the winds to subside.

Ice caps are found at both the north and south poles. The caps alternately grow and shrink according to seasonal changes. Each ice cap grows larger when its hemisphere experiences fall and shrinks during its spring. Most of the ice then "burns off," escaping into the air as a gas. As summer approaches, the ice cap shrinks into several small patches of ice. In fall, gases from the air again condense and freeze to form the larger cap.

**MARS**

**Outline**

Title: Colonies on Mars

**I. What humans need to survive on Mars**

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

**II. Threat from dust storms on Mars**

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

**III. Ice caps: a source of water?**

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

**Persuasion outline**

What if your purpose is to persuade your audience? Your outline might look like the following.

**EXAMPLE**

**Title of Persuasion Presentation**

- I. Introduction
  - A. Statement of your problem or issue
  - B. Statement of your position
- II. Opponents' arguments or positions
  - A. First argument/position
    - 1. Supporting detail or evidence
    - 2. Supporting detail or evidence
  - B. (Fill in as many argument/position and supporting details or evidence as you need)
- III. Your arguments or positions
  - A. First argument/position
    - 1. Supporting detail or evidence
    - 2. Supporting detail or evidence
  - B. (Fill in as many argument/position and supporting details or evidence as you need)
- IV. Conclusion
  - A. Summary of opponents' arguments or positions
  - B. Summary of your arguments or positions
  - C. Concluding statement

With this type of outline, you can quickly spot any weaknesses in your argument or position. Do you have enough evidence for your position? Is the evidence backed up by facts from two or three resources? Are your conclusions sound and based on the evidence?

### Narrative outline

What if your purpose is to entertain? You might be presenting a story or play based on a historical event or person. Or your final product may be a narrated PowerPoint presentation or your own artwork illustrating an event or a person's life.

An outline can help you build a logical sequence and flow of ideas to help your audience understand your presentation. The outline might look like the following:

#### EXAMPLE

##### Title of Narrative Presentation

- I. Introduction (with general images, such as photo of person or map showing where event took place)
  - A. Brief description of event or person who inspired the presentation
  - B. Brief explanation of what aspect of the event or life you are exploring
  - C. Any instructions the audience might need as you give presentation
- II. Beginning of event (or first event in person's life)
  - A. Subtopic (with images)
    1. Supporting details
    2. Supporting details
  - B. (Fill in as many subtopics and supporting details as needed)
- III. Next step in event (or next event in person's life)
  - A. Subtopic (with images)
    1. Supporting details
    2. Supporting details
  - B. (Fill in as many subtopics and supporting details as needed)
- IV. (Fill in as many steps in event, or events in person's life, as needed)
  - A.
  - B.
- V. Conclusion (with images)
  - A. Summarize main points
  - B. Make concluding statement

If your presentation is a play, you can use the act-and-scene structure for your outline. If you are presenting a story, you can use significant plot points as your main topics and fill in the details of each point.

## Ready for Research

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### ACTIVITY

Look over the checklist below and respond to each statement. If you answer “no” to any statement, ask your teacher, a parent, or a friend for help with that topic.

- |     |                          |    |                          |   |
|-----|--------------------------|----|--------------------------|---|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand the four goals of taking notes.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand the numbering system for resources and note cards.   |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I know how to preview, skim, and read to write down only the information I need.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand why the main idea line is important and to write only two or three ideas on a note card.                           |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I know what plagiarism is and how to avoid it.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I know how to reword, summarize, and interpret when taking notes.   |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I know how to record direct quotations and to select images for my presentation.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand how to write the citations for books, periodicals, Web sites, and other resources.                                 |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand the purposes of an outline.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I know what information can help me choose main topics and subtopics in an outline.   |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I understand which type of outline fits the purpose of my project.  |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | I have reviewed my outline to see if I need to change the order of ideas or if there is any missing information I need to find. |